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Montana SCHOOLS

April 1997

Newsletter of the Montana Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 40, No. 4

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Welcome Aboard!

New Deputy Superintendent Bill Cooper shares his philosophy

Just as the "Three Rs"—reading, writing, and 'rithmetic—represent three basic building blocks of a good education, Bill Cooper, Montana's new Deputy Superintendent, believes that the "Three Cs"— communication, coordination, and cooperation—are essential to any well-run educational system.

When Bill Cooper made the move to Helena to assume his new duties this March, he arrived with a lot of miles and a lot of experience under his belt. He has had more than 30 years—as an elementary teacher, a principal, and a superintendent—to develop and test this philosophy.

Background in education

"At the local level, I've discovered that so many things that we are doing in education are connected to one another. I believe the same thing is true at OPI."

—Bill Cooper

Aside from a three-year leave of absence to attend Officers's Candidate School and serve in the U.S. Army, Cooper has been working in public schools since 1962 when he began his career fresh out of college as a fifth-grade teacher. While teaching, he enrolled in a masters program in educational leadership at New York State University—Buffalo. When he graduated, he was offered a principal's job in California.

Cooper accepted the position, packed his belongings, and entered the field of school administration. He stayed in California for almost a decade, working seven years at the building level and then graduating to a position of district superintendent.

West Glacier students in grades 1-4 work together on a patterning activity (see related story on page 5).

Nineteen years ago, Cooper and his family moved to Cut Bank and exchanged the temperate weather of California's Bay Area for the

(Continued on page 3)

Legislature budgets additional funds for schools

Unfortunately, a large portion is one-time funding

On April 10, 1997, the Senate concurred in House Bill 47, which appropriates money for schools. The bill will proceed to the Governor's desk for his signature. While this bill contains $28 million in new revenue to schools, OPI and other K-12 supporters advocated some key changes to this legislation. Madalyn Quinlan, Chief of Staff for the Office of Public Instruction (OPI), presented the following testimony to the Senate Finance and Claims Committee during their April 2, 1997, hearing. It outlines those changes and the reasoning behind them.

As you know, the Office of Public Instruction requested and supported House Bill 119 (HB 119), sponsored by Representative Grady (R-Helena). This bill provided a 4.7 percent increase in the BASE aid schedules in fiscal year(FY) 1998 and maintained that level of support in FY99. HB 119 would have returned the basic and per-student entitlements to the levels that existed in the 1993-94 school year. HB 119 was an appealing bill for three important reasons:

- ✔ It offered resources to school districts and the flexibility to use those resources to meet the priorities of the district.
- ✔ It extended a commitment of state support for our public schools by building the BASE budget; and
- ✔ It provided an opportunity for property tax relief.

The rest of the story is that HB 119 is dead, tabled in the House Appropriations Committee. So now I would like to address House Bill 47 and how you can make it a better bill. First, let me say that the State Superintendent appreciates the level of funding that is provided in HB 47.

Twenty-eight million in new revenue to schools is a considerable improvement after six years with no inflationary increases. Given this level of funding, the question then becomes how to allocate the dollars to best serve our public school children.

Reallocate the money to the BASE

The State Superintendent believes you can best serve our schools by reallocating the money currently appropriated in HB 47. That is, by taking the $12.5 million currently allocated for technology acquisition, textbooks, library materials, and building maintenance, and pumping that money into the BASE aid schedules. If you were to do this, the BASE aid schedules could be increased by 2 percent in FY98 and by another 2.4 percent in FY99, instead of the 1 percent annual increases that HB47 currently contains.

(Continued on page 3)

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Message from Nancy Keenan

School funding proposal contains no long-term commitment to schools

The good news about the 1997 legislative session is that we have finally broken through the barrier, imposed since 1993, of no inflationary increases for schools. In the next two years, schools will receive an increase of $28 million in state support for schools. Clearly, the legislature has heard and responded to the broad-based push for more funding for public schools.

While the legislature is to be commended for providing new funds for schools, there are some mixed messages in House Bill 47 that call for closer scrutiny. Let's look at the details of this new money and what it means long-term for our public school system.

As *Montana Schools* goes to press, we anticipate our public schools will receive a 1 percent increase in each of the next two school years. In addition, schools will receive a one-time allocation of $12.5 million to be spent on technology acquisition (including training of personnel), library materials, textbooks, and building maintenance. The $12.5 million appropriation works out to about $76 per pupil (ANB), and districts must match the expenditure of these funds with equivalent expenditures out of the district general fund or building reserve.

Schools no doubt have critical needs that can be met with this one-time appropriation. But, what about local control and the legislature's long-term commitment to our public schools?

Local control of schools is a powerful concept in Montana. In districts across the state, school trustees, school administrators, and teachers have worked with their communities to create and maintain excellent school systems. Our advocacy for local control is built on a genuine trust that educational systems are best designed locally, where educators, parents and community members set priorities of spending. They know their local needs and we should trust them to make those decisions.

Perhaps of even greater concern is the fact that the $12.5 million appropriation is one-time money. It does not build the base budget of school districts. Nor does it help districts that are bumping up against the maximum budget allowed by law. The infusion of new money will help to address plans and projects that have been deferred due to budget constraints. But, by refusing to use the $12.5 million to increase the basic and per-ANB entitlements, the legislature has avoided its responsibility to partner up with local school districts to ensure adequate, on-going resources.

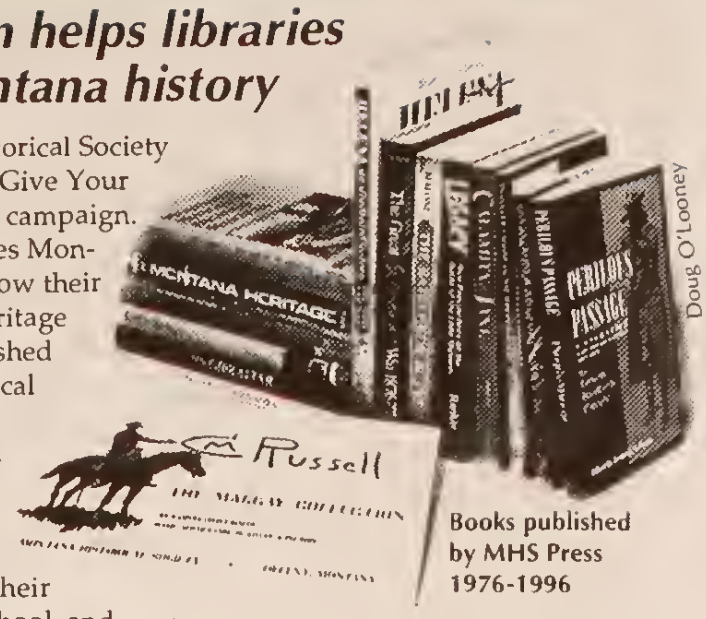
The question becomes, what kind of real "partnership" is it when the legislature has not made a long-term, sustainable commitment to schools. The logic of "not wanting to build the base funding" does not seem to hold for legislators when it comes to the budgets for prisons and corrections. Just as prisoners will be there next year and years to come, so will the children. This legislative session leaves us asking: Where's the partnership? Where's the commitment?

Nancy Keenan

New program helps libraries promote Montana history

The Montana Historical Society has launched a "Give Your Library a Book!" campaign. This ongoing effort gives Montanans the chance to show their pride in their state's heritage by putting books published by the Montana Historical Society Press on library shelves across the state.

"We will recognize people who give Montana Historical Society Press books to their favorite community, school, and college libraries," said Martha Kohl, Society Press editor.



Doug O'Looney

Books published by MHS Press 1976-1996

Some books in the collection

"The Montana Historical Society produces books of significance that should enrich almost every library's collection," stated State Librarian Karen Strege.

Examples of recent Society Press books are *Autobiography of Red Cloud: War Leader of the Oglalas; Legacy: New Perspectives on the Battle of the Little Bighorn; Perilous Passage: A Narrative of the Montana Gold Rush;* and *Montana Heritage: An Anthology of Historical Essays.*

"With tight library and school budgets, librarians are turning increasingly to donations to keep building their collections," Kohl said. "This is a win-win situation. The gift is tax-deductible, the library gets the books, and more people learn about our history."

Society staff will assist book donors in selecting appropriate books for their favorite libraries. The book will be sent directly to the library with a personalized bookplate identifying the purchaser and anyone the donor desires to honor. ■

To donate a book or get more information about the program, call the Montana Historical Society's Museum Store (800-243-9900).

Society publishes oral history guide

Nothing brings the past to life more than listening to the stories of those who lived it. Come September, *Speaking of Montana: A Guide to the Oral History Collection at the Montana Historical Society* will make those stories more accessible to all. The 260-page guide catalogs more than 20 years of interviews that include more than 1,700 individual recordings. It is "almost like a personal introduction to a stunning array of real people who lived western history and still speak to us today," Society Press Editor Martha Kohl said.

Speaking of Montana can be purchased through the Society Museum Store. The tapes and accompanying transcripts from the Oral History Collection are available at the Montana Historical Society Library in Helena and through interlibrary loan. ■

Prudential Youth Leadership Institute

Attention high school administrators and teachers: Are you looking for leadership opportunities for your high school students? Do you want to plug students in to experiences that promote self-confidence, civic responsiblity and community service? Encourage them to apply for the Prudential Youth Leadership Institute June 14-19.

Sponsored by the Prudential Insurance Company and offered in Montana by the Volunteer Center in Missoula and the Governor's Office of Community Service, the Institute is a training program for high school students, teaching them leadership and community service skills.

During the week-long session in June, students receive 30 hours of interactive training on team-building, problem solving, leadership styles, decision-making, and community mapping. Participants then return to their home towns and engage other young people in identifying and planning a service project around a local need. In August, participants will gather in the State Capitol to celebrate and showcase their achievements.

There is no cost. All expenses, including travel, meals, and lodging are provided. Applicants, however, must be committted to enhancing their leadership skills and able to attend both the week-long training, and the August "Graduation Ceremony."

For more information or application materials, students can call Dana McCoy (444-4414), Nora Knell (542-5061), or toll-free 800-392-4878, extension 778. ■

Celebrate Law Day *on May Day*

Thirty-six years ago, Congress designated May 1st as *Law Day*, an annual day set aside to increase the constitutional literacy of our young people. The American Bar Association has assumed responsibility for organizing educational activities around this event. This year's national theme is "Celebrate Your Freedom."

Since this year also marks a milestone for Montana's State Constitution, the State Bar of Montana is adding a local theme: "The 25th Celebration of the Montana State Constitution."

Lawyers throughout the state are volunteering their time to come to classrooms to discuss the constitutions with students.

If the local Law Day Committee has not contacted your school, please check with your local Law Day chairperson or call the State Bar of Montana (442-7660) to discover who is coordinating activities in your area. ■

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Bill Cooper, cont.

mercurial extremes of Montana's summers and winters. Since then, he has served as district superintendent in Cut Bank, Libby, and Kalispell. When he accepted the position as Deputy Superintendent, Cooper had been at the helm of the Kalispell Public School system for 12.5 years.

The "Three Cs"

Like Jack Copps, who Cooper notes "leaves enormous shoes to fill," he believes his years of experience at the local level will allow him to represent the interests of local schools at the state level and to function as a liaison between local districts and the Office of Public Instruction (OPI).

One of the primary insights he has gained in the past 30 years, he says, directly applies to all educational organizations. "At the local level, I've discovered that so many things that we are doing in education are connected to one another. I believe that the same thing is true at OPI."

Cooper states that he "would like to help people working in education in this state and at OPI focus in on that connectedness. To use communication, coordination, and cooperation to evaluate the old and build on the educational programs in Montana."

Cooper sees fostering that recognition and supporting all efforts to incorporate the "Three Cs" into the daily decision-making processes as a major part of his responsibilities as Deputy Superintendent.

Perhaps it's a messy process...

Cooper firmly believes that, "the best decisions are made when we work together." In fact, he often wears a button that reads, in big bold letters, "none of us is as smart as all of us."

It is critical, he states, to work together and make decisions with those people at the local level who are affected by the decisions.

While many people might agree with Cooper in theory, far fewer are actually willing to spend the time and energy needed to coordinate the efforts of as many interested people as possible. This involves, Cooper says, not only allowing people to come to the table, but "*asking* people to come to the table."

> **The best decisions are made when we work together.**
>
> **—Bill Cooper**

"Most people," he notes, "are so pleased to be asked that they dive right in, each bringing divergent thoughts with them to the table."

Cooper readily admits that involving the greatest number of people often does not seem the most time-efficient. "The more people you have making decisions, the messier the process is. And," he adds, "the more uncomfortable your professional life is — you have to be prepared to give up control." At the same time, however, he cautions, working with a group does not mean that leaders won't have to make decisions—even unpopular ones, if they are necessary.

Bill Cooper

But it works

This philosophy has certainly proven itself for Cooper during his years in Kalispell. He is widely respected as someone who truly leads by example. His leadership approach has been successful in weaving the "Three Cs" into the administration of the Kalispell schools on a daily basis, thereby creating a credible and responsive system.

In fact, one of the things that he considers his greatest accomplishments in the Kalispell school system is "opening the decision-making process to students, parents, teachers, and the business community. In such areas as routine as adopting the calendar for the following year to where we are going in math reform efforts." Expanding the number of chairs at the table changed, notes Cooper, the traditional relation between schools and parent organizations "from fundraising and support to being involved in the decision-making process."

As Deputy Superintendent

While currently in, as he terms it, "the learning mode" and a bit nervous at following in Jack Copps's footsteps, Cooper is certain that his philosophy of educational leadership will prove as fruitful at OPI.

"The first week alone on this job," he says, "I was involved in meetings and discussions on School-to-Work, Title I, teacher preparation at the university level, inservice for teachers at the local level, and performance-based accreditation — just to name a few. What really struck me was the connection between all of the programs. That reaffirmed my belief that so many of the things that we do in education are connected, and if we don't cooperate and coordinate our efforts, our positive actions in one plane might very well have very negative consequences for another."

As Deputy Superintendent, Cooper sees his role as reaching out and connecting with all of the Montana's school districts, sharing the experience he has gleaned over 30 years at the local level, and bringing people at the local and state levels together to advocate for what is best for the students in all of our classrooms.

"It will be an interesting job," Cooper says. "What I am looking forward to most is working with Superintendent Nancy Keenan to do what is best for the students of Montana." ■

School funding, cont.

Why put the money into the BASE?

Putting the money in the BASE aid schedules offers schools the greatest flexibility to meet locally identifled needs. When OPI and members of the education community began developing legislative proposals, we talked about the need for additional resources for special education, additional resources to deal with the problems caused by disruptive students, students we refer to as "conduct disordered." We talked about the need to fund Gifted and Talented programs in our schools. We talked about funding for technology acquisition. But, we knew that resources were limited, and we came to the conclusion that schools would be best served by adding available resources to the school district general fund and letting the school trustees and communities decide how to best use these resources.

No room for local control in HB 47

In school districts across the state, school trustees and administrators face a variety of budgetary issues. These issues vary from school district to school district. In one district, the greatest challenge the district faces may be overcrowded classrooms, in another it may be declining enrollments, in a third district it might be providing alternative educational opportunities, or expanding curriculum offerings.

Like the state's general fund, the school district general fund provides for the operation and maintenance of the school district. Each district uses the general fund budget to address its own set of priorities. When the legislature earmarks state funding to schools for a limited set of purposes, the local district is denied the flexibility it needs to address its most pressing needs.

This is the first reason that we ask you to put the available state dollars into the BASE aid schedules and let local school boards figure out how to best meet the educational goals of the district.

No ongoing commitment in HB 47

Putting the money into the BASE budget demonstrates the state's ongoing commitment to education. The $12.5 million appropriation that is in HB 47 is one-time only money. It does not build the basic and per-ANB entitlements. And it does not obligate the next session of the legislature to provide the state funding for technology acquisition, textbooks, library materials, and building maintenance. In HB 47, money is provided now with no promises for the future.

While it may be appealing to this committee to provide one-time money, the public is asking us to make an ongoing commitment to our public education system. Quality educational systems are not built with one-time appropriations. Quality schools require a long-term partnership between the state, school districts and communities. It's not fair to our school children to provide educational resources when it is convenient, and take them away when it is not. Schools and communities need to be able to count on the state's ongoing commitment to its public school system. This is the second reason why we ask you to put the $12.5 million into the BASE aid schedules and make a commitment to continue these resources into the future.

Visiting students watch the legislative process in the Senate gallary earlier this winter.

No property tax relief in HB 47

Putting the money into the BASE aid schedules provides an opportunity for local property tax relief. One of the glaring problems with our present school funding system is the heavy reliance on local property taxes to fund school district general fund budgets. In the past six years, local property taxes to fund school general fund budgets have grown by 144 percent, from $76 million to $184 million. Over that same time period, state support for school district general fund budgets has grown by $14 million.

With the increases voters are seeing on their tax bills, they think that schools must have plenty of resources. What the local voters don't understand is that the state share of public school funding has dropped from 71 percent state support in FY91 to 64 percent for the current school year.

(Continued on page 8)

Cooking up an excellent school

West Glacier teachers, parents, trustees, and students combine efforts

Good cooks know that the secret to a great recipe is quality ingredients. They also know it is the sum total of all the ingredients, not just one or two, that determines the quality of the final product. In West Glacier, the staff, school board, and community pride themselves on the recipe they have developed for a successful school and successful students.

At West Glacier Elementary all of the various "ingredients" are of the highest quality, and they blend together in a way that enhances the entire mixture. Staff, programs and curriculum, school board trustees, parents, and students all play a vital role in establishing an educational setting where everyone—especially the student—is a winner.

A glimpse into these "ingredients" helps reveal just what it is that makes each so important.

Staff

Although West Glacier School employs only five certified staff members, they work in unison to formulate programs, policies, and curriculum that have established the school's foundation. Most decisions are made by consensus, not administrative mandate.

Mark Phillips

West Glacier students in grades 5-6 read together in a *Junior Great Book* club.

In addition, members of the support staff play crucial roles in the operation of the school. Aides do not merely run off copies and put up bulletin boards; they assist the certified staff members in the day-to-day implementation of programs and curriculum. Furthermore, the clerk makes time to help a group of sixth graders in the publication of the yearbook each year.

Educational offerings

The programs and curriculum used at West Glacier Elementary reflect current research and meet the needs of a wide range of students. They are chosen by a coalition of different people—from certified staff and school board members to parents. Along with staff members, trustees and parents are invited to attend workshops, seminars, and discussions that pertain to a course of action the school is exploring. As a result, the programs and curriculum reflect the considered input of many people and strongly support the students' learning.

One result of these efforts was to establish the "ability-based" system in math and spelling. This approach groups students according to their ability rather than their grade level or age. As a result, students progress at their own rate and are continually challenged.

Another program, *Junior Great Books*, is one of several reading instruction approaches used at the school. Since it is primarily designed to use higher-level thinking skills, many schools use *Junior Great Books* only as part of a gifted and talented program. But, at West Glacier School all students are viewed as having some kind of gift, thus they all participate in such programs.

In addition, a project is chosen every year in which students work in cross-age groups to study or research a given topic. These cross-age groups have members in grades 1-6. Generally lasting a semester, the yearly projects have ranged from a study of Glacier National Park to in-depth studies of various countries of the world. This year's project is based on the theater arts. Following a visit by the Missoula Children's Theater, the students will be performing mini-plays in their cross-age groups.

The school board

The West Glacier community clearly has a collective vision for the school. A vision that, in fact, has become reality. Although everyone has worked hard to achieve this reality, it could not have developed without the support of the school board.

School district trustees continually show their support for this vision, both in their approval of programs and curriculum and in their good working relationship with the staff. Indeed, the staff and board frequently conduct joint work sessions to discuss issues and formulate strategies that help focus where the school is and where it is headed.

Parental involvement

Another key ingredient in West Glacier School's educational recipe is the involvement of parents. Parents are involved in many aspects of the school. For instance, they plan and run all classroom parties, and, as the school lacks a hot lunch program, parents often come in to cook hot lunch for the students. At other times parents can be found working in various committees, helping run book fairs, observing various programs, and assisting with field trips.

Mark Phillips

Students in a multi-age class work together "Connecting Math Concepts."

Students

And finally, there are the students themselves. They share a sense of caring and feeling of

(Continued on page 5)

West Glacier School is located in northwest Montana right next to Glacier National Park. While the community is a tourist mecca in summer, West Glacier turns into a virtual ghost town during the winter months. The student population averages near 60 students.

Since they live so close to Glacier Park, students can pursue many outdoor activities by just walking out their back door. Their parents are engaged in numerous professions, ranging from work with the National Park Service to logging and construction.

Montana Campaign forTobacco-Free Kids mobilizing support for FDA regulations

Statistics show that teen addiction to tobacco is at a 16-year high in the United States— 3,000 children start smoking every day. Their average age is 13. One in three of these new smokers will die prematurely from diseases that result from their tobacco use.

Montana educators, parents, and students can join a nationwide effort and have an enormous influence. The Campaign for Tobacco-Free Kids is mobilizing a grassroots letter-writing campaign in support for the FDA new rules regulating tobacco sales to minors.

FDA regulation

Last August, President Clinton signed the FDA rule with the intention of reducing teenage tobacco use by 50 percent. The rule would: require age verification for all over-the-counter sales; prohibit giveaways or sale of single cigarettes; ban billboards within 1,000 feet of schools; and restrict advertisements in youth publications. These new federal restrictions are under heavy attack.

Montana legislation

The American Lung Association and the American Cancer Society have worked to support House Bill 331 during the 1997 Montana Legislature. While amendments have reduced the impact of this legislation, House Bill 331 limits the vending machine sale of cigarettes in Montana. The Legislature is expected to approve this bill overwhelmingly, and the Governor is expected to sign it into law. ■

—Jeff Smith, MT Campaign for Tobacco-Free Kids

Today's teenager is tomorrow's potential regular customer. Because of our high share of the market among the youngest smokers, Philip Morris will suffer more than the other companies from the decline in the number of teenage smokers.

— From a 1981 Philip Morris internal memo obtained by NBC News.

Editor's note: In late March, Liggett Group, Inc., reached a class settlement in which the cigarette manufacturer agreed to label its cigarettes addictive and publicly admitted cigarettes are targeted to teenagers and do cause cancer. For more information on the MT Campaign for Tobacco-Free Kids, call Jeff Smith (728-3247).

Montana models a training opportunity

The Educational Interpreting Certificate Project

At some point everyone has watched an interpreter for the deaf at work. Graceful, flowing hands and fast-moving fingers give shape to the ideas, comments, and instructions being voiced in the room.

In many of Montana's public classrooms, interpreters play a large role in the education of students who are deaf or hard of hearing. Those students look to their interpreter to understand the material presented and discussed in their classrooms.

It's an important and challenging job. But how do intepreters develop the skills they need to translate the copious amounts of information communicated daily in a classroom?

A new training opportunity

Until now, according to Marilyn Pearson, who works in the Division of Special Education at the Office of Public Instruction (OPI), Montana's educational interpreters had little access to formal and affordable training.

This March marks a much celebrated change. A total of 31 interpreters from Montana and 23 from Wyoming have enrolled in the Educational Interpreting Certificate Project (EICP) and embarked upon a three-year course of study in educational interpreting. Upon completion, these interpreters will have earned a certificate from Denver's Front Range Community College in educational interpreting.

When asked why she decided to enroll, Julie Traver, a Bozeman interpreter, said, "It's such an opportunity to be involved in any kind of training program. I work as a sub in the Bozeman schools and wanted extra training so I can make sure I'm interpreting for the most benefit for my students."

Laying the groundwork

Pearson chaired the Montana Task Force on Educational Interpreting which laid the groundwork for the EICP. Called together by OPI in February 1995, task force members represented the various groups, organizations, and institutions concerned with addressing the interpreting needs of deaf and hard of hearing students in Montana's public schools.

"We wanted to develop a training plan that allowed us to pool our resources in Montana and access out-of-state resources as appropriate," Pearson explained. "We felt," she added, "the training should be readily accessible, should let interpreters continue their work with K-12 students while fully participating, and should give participants some sort of official recognition."

The result is, in Pearson's words, "truly a model project." The first of its kind in the nation. "I've fielded calls from a number of states asking how we were able to implement a coordinated training plan for working interpreters," she notes.

Program format and technology

Although the EICP is the result of a lot of hard work and planning, the miracle of modern technology actually makes it possible.

Courses are held via the Montana Education Telecommunications Network (METNET) compressed video system, and participants communicate regularly with each other and their instructors using Internet email and voice mail. In addition, EICP participants will attend an intensive three-week course after school adjourns for summer.

The technology opens up doors that have been previously closed. "For the first time," Pearson explains, "we are not limited by where we are. Our instructors for the first two courses are beaming in from New York and California—we can pull in the best of the minds for providing the education."

"It's exciting," agrees Traver. "I'm learning so many things that I would never have the opportunity to without the technology and this program." The interpreters, who are scattered across the state, also benefit from the regular contact which the EICP format fosters. Where before she didn't get to talk to other interpreters very often, Julie Traver now regularly touches base with the other members of her study group.

> **It's exciting. I'm learning so many things that I would never have the opportunity to without the technology and this program.**
>
> **—Julie Traver**

Coursework

The project has adapted the training modules for an endorsement in educational interpreting developed by the National Interpreter Education Project. It is a sequenced series of courses that will give EICP participants an understanding of interpreting theory, communication systems, human development, and essential education principles and practices.

Traver spends about two or three hours a day on her coursework. It is, she notes, a tough load for working interpreters. But, after she finishes the certificate program, Julie Traver feels she will have "much more confidence to take jobs that I don't take now because I don't feel qualified."

> **With this I'll be recognized as a professional, not just an aide standing in front of a classroom moving my hands.**
>
> **—Julie Traver**

The rigorous three-year program will not just prepare her to help students anywhere in the educational system; Traver believes the Educational Interpreting Certificate will also translate into more respect for the profession and her skills.

"With this I'll be recognized as a professional, not just an aide standing in front of a classroom moving my hands," she explains.

The profession

Educational interpreters serve as the communication link between the students who have a hearing loss, their teacher, and their hearing peers in the classroom. That's a complex task and a big responsibility say both Traver and Pearson. "We're taking English, processing it in our minds, and putting it out on our hands," Traver explains. That process requires skill, a fluency in both English and sign systems, and, she notes, a *"huge* vocabulary."

Translating in an educational setting adds yet another layer of complexity. Not only do educational interpreters need to have facility with the languages, but, says Pearson, "they also need to know about child development so they can use sign that is appropriate both to their students' developmental age and to the content of what they are signing."

The responsibility

If translators miss something, so do their students. And, as Traver notes, "the students don't know what they're missing." What students don't know, they cannot learn. By completing the EICP, translators will have the skills necessary to meet the child's needs at the child's instructional level.

Partnerships make things happen

The EICP is a good example of the exciting things that can happen in education and professional development when groups work together and pool their resources.

Many pieces from many places had to come together to make the EICP possible. Those pieces range from the task force members agreeing on a course of study and school administrators guaranteeing participating interpreters access to Internet and voice mail, to the participant's willingness to make a three-year commitment.

> **For the first time we are not limited by where we are. Our instructors for the first two courses are beaming in from New York and California—we can pull in the best of the minds for providing the education.**
>
> **—Marilyn Pearson**

None of these, says Pearson, can be taken for granted; nor can the fact that the technology was in place. "All of this," she says, "speaks very well for Montana and the commitment we have to education and to our kids." ■

Editor's note: Anyone can attend one of the METNET sessions. For a schedule or information, call Marilyn Pearson, OPI (tel: 444-4428; email: <mpearson@opi.mt.gov>).

Cooking

Continued from page 4

family and they look out for one another. When an issue emerges that concerns all pupils, student council meetings are called, involving representatives from every grade. The students are also active in various community projects such as organizing a care package for a needy family at Christmas and making and personally delivering Valentine's Day cards to veterans living at the Montana Veterans Home.

An evolving recipe

Just as good cooks know that quality ingredients are crucial to a successful recipe, they also know that adding new elements can also enhance the final result. Accordingly, West Glacier School is constantly looking toward the future to meet the ever-changing needs of the students. It is the blending together of all the ingredients and the changing of these over time that define what West Glacier School is all about. ■

—Doug Odell, West Glacier Teacher

"Field Notes" is a forum for Montana educators, students, parents, and others involved in education. Views presented in Field Notes do not necessarily represent views of the Office of Public Instruction.

This issue's Field Notes come from West Glacier.

Learn how to handle diabetes

Pediatrician answers common questions

This article ran in the Billings Gazette on February 24, 1997. It is reprinted here with permission.

People with diabetes—even children—should become experts on their disease. "Diabetes is a self-care disease. People can learn to adjust their lifestyle and to educate others," said Dr. Fred Gunville, a pediatrician at the Billings Clinic. "It's important for coaches and teachers to be willing to listen to children and their families."

Diagnosed with type I diabetes himself at age 20, Gunville learned to take care of his own health. He now cares for more than 50 youngsters with diabetes.

Diabetes is a self-care disease. People can learn to adjust their lifestyle and to educate others.... You can lead a normal active life, if you take good care of yourself.

— Dr. Fred Gunville

Parental concerns

According to the director of Montana's American Diabetes Association Affiliate Stanlee Dull, ADA staff have recent y been hearing concerns from parents about how their diabetic children have been treated in schools or sports.

Parents from Western Montana to the Hi-Line told a reporter about the problems. The *Gazette* asked Gunville to comment.

Problem

An elementary school student with diabetes had low blood sugar and wasn't feeling well. His teacher sent him alone down two flights of stairs to the principal's office.

Gunville: One of the worst things you can do for diabetics with low blood sugar (hypoglycemia) is to tell them to go somewhere to get something to eat. In their confused state, they could get lost. The best thing is to talk about what to do before there is a potential emergency. Gunville makes sure that his young diabetic patients have friends at school who know about their illness and what to do if they need help. Mild hypoglycemia produces symptoms of paleness, sweating and tremors. Moderate hypoglycemia produces slurred speech, impaired thinking and irritability, perhaps sleepiness. A coma or convulvions indicate severe hypoglycemia, which can lead to brain damage or death.

Problem

Teacher wouldn't allow a student with diabetes to leave class to go to the restroom, so the student wet his pants.

Gunville: When diabetes is undiagnosed or uncontrolled, the body excretes sugar and a lot of water, resulting in frequent need to urinate. Diabetics should be given free access to the restroom and allowed to check their blood sugar level. However, diabetics whose disease is stable shouldn't need to go to the restroom any more often than nondiabetics.

Problem

Coach gave a high school athlete static about checking his blood sugar midway through a two-hour practice.

Gunville: Diabetics are encouraged to exercise because it lowers blood sugar, decreases need for insulin, and improves physical fitness as well as self-esteem. What happens during exercise is different in each diabetic. The athlete burns more calories, so he needs less insulin or more food or both. The only way a diabetic knows if he needs to eat is to test his blood sugar. A coach should encourage that activity. The athlete will perform at a higher level if his blood sugar is in normal range or high normal range.

Problem

High school coach objected that it wasn't fair to other athletes that a diabetic team member paused for a snack or juice drink during practice.

Gunville: If a diabetic is exercising vigorously, he needs to eat or check his blood sugar or both. Nondiabetics automatically release sugar from body stores as needed. For diabetics, that process has to be adjusted. Because the effectiveness of the insulin injection peaks during a certain period after the injection, diabetics need to eat something then. Otherwise, their blood sugar level will drop too low.

Possible consequences of diabetes

"You can lead a normal active life, if you take good care of yourself," the doctor said, noting his personal experience in living with diabetes. However, uncontrolled diabetes can be fatal. Diabetes is the major underlying cause of death for more than 150 Montanans a year, according to state statistics.

Death of a diabetic child is uncommon. But Gunville recalled three such deaths in Billings in his 15 years of practice here. All died from diabetic ketoacidosis, a condition that can develop with onset of the disease, with failure to take insulin or with a severe infection that stresses the metabolic system. The most recent death occurred last month in Yellowstone County.

The most important warning sign of type I diabetes is weight loss combined with excessive drinking and frequent urination, Gunville said. Typically, a diabetic child has lost 10 percent of

(Continued on page 8)

The American Diabetes Association, Montana Affiliate offers two special summer opportunities for youth with diabetes.

- ✔ Teen Retreat held June 15-18—for students entering grades 9-12
- ✔ Camp Diamont held July 20-26—for students entering grades 2-8

Both camps provide an active and enjoyable experience, during which campers can meet and establish close relationships with others who have diabetes, discuss their own concerns with their peers and medical staff, and learn how to manage their life, diet, and medical needs away from home.

Registration deadlines are fast approaching. For more information about these two camps, their cost, and possible scholarship opportunities, contact ADA Montana Affiliate, Box 2411, Great Falls, MT 59403 (761-0908 or 800-232-6668).

Dispatches

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

Division of Academic and Professional Services
Linda Peterson, Administrator

Science & Mathematics Consortium for Northwest Schools
Patricia B. Johnson, State Coordinator
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The Science and Mathematics Consortium for Northwest Schools (SMCNWS) serves Alaska, Idaho, Montana, Oregon, and Washington under the guidance of a regional advisory. The group sets annual priorities and implements them through regional and state activities. The current priorities are

- technological applications in science and math classrooms,
- staff development,
- equity for all learners,
- assessment, and
- other authorized activities specified by Congress or the U. S. Department of Education.

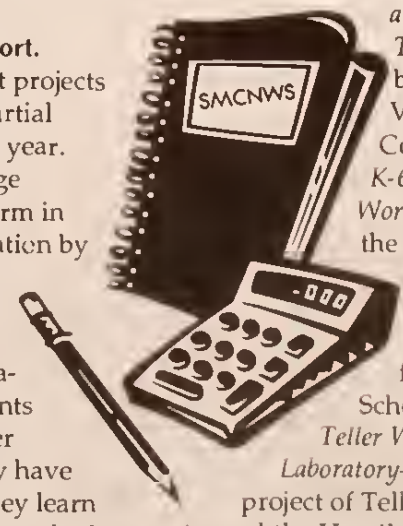
Upcoming Regional Activities

To address the use of technology in classrooms, a TASME-TWO workshop will be held just prior to the National Educational Computing Conference this June in Seattle. Two web-experienced teams from each state will be selected to attend. Information is available on the web at <http://www.col-ed.org/or/tasme.html>.

SMCNWS-sponsored activities will also address equity for all students. In June, a regional training in *Family Math and Family Science* will be held in Boise for two teams from each state. This program involves parents in their child's math and science education. In addition, a working conference on school district data collection, aggregation and equity held in Seattle may result in using school district data to locate and serve the underserved.

Staff development support.

Six staff development projects in Montana received partial funding for the 1996-97 year. These projects encourage sustained systemic reform in math and science education by providing professional growth opportunities to more than 500 teachers and administrators. Program participants will directly impact over 3,000 students, and they have agreed to share what they learn with people in Montana and other states.



The projects receiving SMCNWS support are *Exploring Mathematics Content & Exemplary Teaching Practices in the Elementary Classroom*—sponsored by MCTM and the Kalispell, Bozeman, and Great Falls districts; *HANDS-ON SCIENCE: Taking Hold of Standards to Facilitate the Curriculum*—a Golden Triangle Curriculum Cooperative project; *Integrating Curriculum, Instruction, and Assessment via Technology*—provided by the Flathead Valley Curriculum Cooperative; *Lewistown K-6 T³ Calculator Workshop*—a project of the Lewistown Public Schools; *Sciences for Everyday Applications (SEAK-12)*—from the Helena School District; and *Teller Wildlife Refuge: Living Laboratory*—a cooperative project of Teller Wildlife Refuge and the Hamilton, Darby, and Corvallis schools.

Abstracts and summaries of these projects can be found under "What's Happening in Montana" at the SMCNWS-Montana web page <http://www.col©ed.org/mt/>.

Dispatches

Division of Health Enhancement and Safety
Spencer Sartorius, Administrator

Safe & Drug-Free Schools
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Action guide

A partnership between the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, and the USDOE's Office of Elementary and Secondary Education has produced a booklet titled *Creating Safe and Drug-Free Schools—An Action Guide*. The *Guide* lists action steps for schools, parents, students, and community and business groups to create a safe school. It also provides information briefs on specific issues affecting school safety such as conflict resolution, preventing juvenile violence in schools, and mentoring.

To obtain this booklet call 800-624-0100. It is also available on the U.S. Department of Education's website at <http://www.ed.gov> and the Office of Juvenile Justice and Delinquency Prevention's homepage at <http://www.ncjrs. org/ojjhome.htm>.

Health Education
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New curricula from CDC

The Centers for Disease Control and Prevention (CDC) announced two research-based curricula which are proven to reduce the risk of tobacco use and addiction among youth. CDC's *Research to Classroom Project* has identified both as "Programs that Work" and is currently preparing them for national distribution.

Life Skills Training

Developed for middle or junior high school students by Gilbert Botvin, Ph.D., Institute for Prevention Research, Cornell University Medical College, *Life Skills Training* targets the primary causes of substance use by teaching a combination of general life skills, health information, and drug resistance skills. The program offers a variety of teaching methods including: group discussion, skill practice, demonstrations illustrating the physical effects of cigarette smoking, and an analysis of tobacco and alcohol advertisements.

Research shows that tobacco, alcohol, and marijuana use among youth who completed *Life Skills Training* was reduced by up to 75 percent, with program impact lasting up to six years; polydrug use was reduced by up to 66 percent; and use of inhalants, narcotics and hallucinogens also declined.

The program entails 12 units to be covered in 15 classroom periods. The teacher's manual costs $85 and student workbooks cost $7 each. To purchase, contact Princeton Health Press, 115 Wall Street, Princeton, NJ. To ask questions about the curriculum, contact Steve Brod, Princeton Health Press (609-921-0540). For information about the research, call Dan Gold, Cornell's Institute of Prevention Research (212-746-1270).

Project TNT

Developed for students in grades 6-9 by Steve Sussman, Ph.D., et al., from the Institute for Health Promotion and Disease Prevention Research, University of Southern California, *Project TNT* targets the primary causes of smokeless tobacco use and cigarette, cigar, and pipe smoking among teens. Using a variety of different teaching methods and interactive projects, the curriculum gives detailed information about the consequences of use while addressing topics that build tobacco resistance skills.

Research reflects *Project TNT's* effectiveness when it is taught by instructors trained in the use of the curriculum. Among the youth who participated, initiation of cigarette use was reduced by 26 percent and smokeless tobacco by 30 percent; the regular use of cigarettes was reduced by 60 percent and smokeless tobacco use by 100 percent. Program effects last two years.

Project TNT consists of ten 45 to 50 minute sessions and a two-session booster conducted about one year later. While the cost has not yet been determined, program materials will be available for preview by this summer. For more information about the research, call Steve Sussman of USC's Institute for Health Promotion and Disease Prevention Research (213-342-2589). Training information is available from Sande Craig at (213-342-2586), and Julie Taylor or Nancy Shanfeld of ETR Associates (408-438-4060) can answer general questions.

Nutrition Education and Training
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School Food Services and the Nutrition Education and Training (NET) Program have many exciting and useful programs planned for this spring. These activities support schools in their nutrition education efforts, school food service training needs, or in hosting a schoolwide nutrition promotion.

Team Up for Fun, Food, and Fitness

This is a resource kit which will help school staff plan a schoolwide nutrition event to celebrate the Food Guide Pyramid or annual Team Nutrition event. Developed with funds from a USDA Team Nutrition Training grant, the kit contains all the ingredients schools need to promote fun, food, and fitness. It has fun nutrition activities, menus, a sample press release, sources for free and low-cost nutrition materials, dozens of helpful tips for getting kids of all ages to team up, and much more!

The *Team Up for Fun, Food, and Fitness Kit* was mailed to each school food service manager in Montana. Call me for free additional copies.

Mini-Grant Program

In addition to the resource kit, Team Nutrition Schools were able to apply for a mini grant of up to $100 per school to help fund their annual nutrition event. Each of the 70 Team Nutrition Schools in Montana should have received an application. If your school has not yet applied, you might have run out of time; mini-grant applications must be received by the NET program no later than April 18, 1997, and your event must take place no later than June 30, 1997. For more information, call me or OPI School Food Services (444-2501). The mini-grant program is funded through a USDA Team Nutrition Training grant.

Cost Control Seminar

A two-day, intensive cost-control training was held April 11-12 for school food service directors, business managers, school clerks and superintendents. Hosted by OPI School Food Services and funded through a USDA Team Nutrition Training grant, this training brought nationally known school food service experts Dorothy Pannell and Gertrude Applebaum of TEAM Associates, Inc., to Montana.

Ready Resources

The NET program continues to loan nutrition education and school food service training materials to school staff. Since return postage is the only cost, why not use some of the fun games, videos or resources in your classroom? Resources include topics ranging from the food guide pyramid, sports nutrition, label reading, eating disorders, to nutrition across the curriculum. Contact me for more information or for a catalog.

Information on METNET

In addition, check out all of these program activities and more on METNET. School Food Services is making a concerted effort to post all of their activities and services on METNET to allow easy access for you!

Traffic Education
Curt Hahn, Specialist
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Traffic Education Reimbursement

Reimbursement requests for all high school traffic education courses completed this past school year must be submitted by July 10, 1997. The per pupil reimbursement will be about $90 and reimbursement checks will go out in August.

New MTEA President

Dan Purcell, Traffic Education teacher with the Helena Schools, is the new president of the Montana Traffic Education Association (MTEA). The professional association for Montana teachers of young novice drivers throughout Montana, MTEA has a membership of over 150. During his three-year term, Purcell will continue to lead MTEA through a transitional period in which members move into their new role as driver license examiners for their students. In addition, Purcell will work to emphasize "parent involvement programs."

National Traffic Safety Conference

The forty-first annual American Driver and Traffic Safety Education Association (ADTSEA) conference is August 3-7 in St. Cloud, Minnesota. Contact me for further information and program highlights.

Advanced Driver Education

If you are interested in one of this year's Advanced Driver Education Workshops, please contact me.

Did you know?

Motor vehicle crashes are the leading cause of death for people ages 6-28. Practicing safe behaviors such as wearing safety belts, placing children in child safety seats, being safe pedestrians, and using bicycle and motorcycle helmets can reduce fatalities significantly.

Between 1992-1995, safety belts saved an estimated 75,000 lives. Sadly, however, only 35 percent of the drivers involved in speed-related fatal crashes use safety belts. Eighty-eight percent of fatalities in those crashes occurred on non-interstate highways.

Parent's survival guide

Vermont driver educator Russell Floyd has developed a comprehensive package to help parents set up practice sessions for their child, which support their school's driver education program. The package includes a practice chart, a survey form, and an 80-page practice manual. The manual is also included on disk, which Floyd suggests schools use to produce their own customized version. The program is meant to be introduced at a Parent's Night preceding the school's driver education program, and Floyd is now working on a video to present to parents who cannot attend. For more information, call Floyd (home: 802-899-3488; school: 802-658-9095).

Driver education CD-ROM

Janus Interactive has just released *License to Drive*, version 2.5, their latest interactive driver education CD-ROM. For a limited time it is available at an introductory price of $29.95. To order call Lisa Lewis at Janus Interactive (800-766-0835).

Bulletin Board

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

Summer Workshops forTeachers

Literacy Learning in the Classroom.

The Helena School District, in conjunction with Richard C. Owen Publishers, Inc., is sponsoring a four-day educators' summer institute, *Literacy Learning in the Classroom.* This Institute explores the New Zealand model of literacy learning. Those attending will take an in-depth look at the philosophy of reading and writing.

The Institute will be held June 9-12, 1997, in Helena at the Helena Middle School. Cost is $300 per person, and participants can receive two graduate credits and 26 renewal units. Over 20,000 teachers, administrators, reading specialists, curriculum coordinators, and support staff across the country have attended this Institute over the last seven years. Contact Marsha Davis, Helena Public Schools (447-8521).

AIMS Workshop

Simple Machines, an Activities Integrating Math and Science (AIMS) workshop will be held June 16-17 in Kalispell. The cost is $100 and one university credit as well as renewal units are available. To enroll, send a check or money order made payable to *School District* 5 to Barb Andersen c/o Peterson Elementary, 1119-2nd St. W, Kalispell, MT 59901, on or before April 27. Each participant will receive the class manual, a book on creating simple machines with Legos, and the 15 sets of Legos needed to teach this unit. For more information contact Barb Anderson (email: <barba@cyberport.net>)

Camp Mak-A-Dream

Camp Mak-A-Dream, a cost free camp for children and young adults with cancer located in Gold Creek, Montana, is seeking to fill 10 paid and over 200 volunteer positions this summer. Positions range from residential to specialized program area staff. Volunteers are asked to work for an eight-day session.

For more information or an application, call 800-484-5890, extension 2267.

Guitar at Flathead Lake

Guitar workshops will be held June 23-27 at the Dreamcatcher Retreat on Flathead Lake near Polson. Two levels are offered, one for beginners and non-players and one for people who "play some," but are not advanced. Both will give participants an enjoyable immersion in guitar. Instruction is intended for adults and older teens who can use guitar in teaching or community work. College and recertification credit is offered. Cost is $110 if paid by June 2.

For more information call Susan Hove-Pabst (tel: 605-642-5175; email: <shpabst@rapidnet.com>).

Math Solutions

This summer the Math Solutions courses, Levels 1 and 2 will be offered in Helena from July 28-August 1. Both present teachers with practical and proven ways to make the NCTM Standards come alive in mathematics instruction. The level 2 course is for those who have completed the first level and want more instruction. Presented by the Marilyn Burns Education Associates, the class costs $355 which includes registration, a sample kit of manipulatives, and a copy of *About Teaching Mathematics.* Participants can receive 35 renewal units and 2 college credits.

For more information or to register, call Marilyn Burns Education Associates (415-332-4181 or 800-868-9092).

Looking for staff?

Educators' Career Fair

The University of Montana is holding its Educators' Career Fair on the UM Campus, May 5-6. This annual event offers school district representatives an efficient and economical way to meet candidates for classroom, special education, and administrative positions. Last year over 1200 candidates from 35 states attended and interviewed with 120 school districts representing 14 states and territories. The $165 registration fee is waived for Montana school districts. On Sunday evening, May 4, many districts will be holding informational presentations for candidates interested in interviewing for vacancies.

For more information, call Jeanne Sinz, Director, Career Services (243-2022).

CALENDAR

April

21: 1997 Consolidated Application Spring Workshop, METNET and Eastern Montana Telemedicine Video Sites, Helena, Billings, 8ozeman, Butte, Dillon, Great Falls, Havre, Kalispell, Miles City, Missoula, Baker, Colstrip, Culbertson, Glasgow, Glendive, Sidney—Carol Gneckow, OPI, 444-2417

23-25: Montana Library Association Conference, Great Falls—John Thomas, 447-4343, e-mail: jthomas@carroll.edu

24-25: Certification Standards & Practices Advisory Council (CSPAC), Dillon—Peter Donovan, 444-0301

25-29: Business Professionals of America National Leadership Conference "Experience the Magic,"Orlando, FL—Marion Reed, OPI, 444-3000

27-29: 1997 Traffic Education Conference, Fairmont Hot Springs—Curt Hahn, OPI, 444-4432

May

4-9: International Reading Conference, Atlanta, GA—June Atkins, 444-3664

6-9: AVIA American Vocational Information Association Conference, Albuquerque, NM—JD Lee, President 317-232-6990

22: Montana Council of Deans of Education, University of Great Falls—Dr. Randy Hitz, 994-6792

22-23: 8oard of Public Education, Helena—Sandee Henselbecker, 444-0302

June

9-12: Literacy Learning in the Classroom, Helena—Marsha Davis 447-8521

9-27: Advanced Driver Education Workshops, Lewistown—Curt Hahn, OPI, 444-4432

23-25: Montana School Food Association Conference, Billings Plaza Holiday Inn—Jaybe Elwess, Conference Chair, 278-5521

25-27: Montana Association of Pupil Transportation (MAPT) Workshops and Conference, Great Falls Holiday Inn—Cheryl Thares, MAPT, 791-2217

July

1: Montana Council of Deans of Education, Helena—Dr. Randy Hitz, 994-6792

16-18: CSPAC, Helena—Peter Donavan, 444-0301

7-18: Advanced Driver Education Workshops, Lewistown—Curt Hahn, OPI, 444-4432

16-18: CSPAC, Helena—Peter Donovan, 444-0301

August

12-16: Montana ASCD Curriculum Leadership Confrence for teacher leaders, principals, superintedents, and curriculum specialists, Kalispell—Fred Seidensticker, Golden Triangle Curriculum Coop, 434-2745

September

18: Montana Council of Deans of Education, MSU-8illings—Dr. Randy Hitz, 994-6792

19-21: Montana Mathematics Aand Science Society (MMASS) Conference 1997, Livingston—George Burns, OPI, 444-1852

October

1-3: 1997 Partners in Teaching and Learning Conference, Holiday Inn Billings Plaza and Convention Center—Gwen Smith, OPI, 444-5660

16-17: MEA/MFT Professional Development Convention, Great Falls—Eric Feaver, MEA, 442-4250

School finance

Continued from page 3

One of the ways to address this erosion in state support for schools is to increase the level of state funding and allow local voters to decide whether they want the state dollars to go toward school budget increases or property tax relief. An increase in the BASE aid schedules would allow local voters to decide whether the state funding will increase local spending or replace local revenues. This is the third reason why we ask you to put the $12.5 million into the BASE aid schedules and make a commitment to continue these resources into the future.

The $12.5 million appropriation requires that the money be spent outside the school general fund budget and does not require voter approval of the spending increases. If we truly believe in local control, we will provide resources to school districts in a way that provides the most flexibility to meet the locally identified needs and solutions. ■

—Madalyn Quinlan, OPI Chief of Staff

Handling diabetes

Continued from page 6

body weight by the time the diagnosis is made. Diabetes affects equal numbers of boys and girls. Although insulin dependent diabetes can be diagnosed at any age, the highest rate of new cases occurs between 12 and 15 years of age, the doctor said.

Only about 10 percent of Americans who have diabetes have type I diabetes, also called insulin-dependent or juvenile diabetes. The other 90 percent have type II, also called adult onset or noninsulin-dependent diabetes. Type II diabetes also affects the body's ability to use sugar, but its symptoms may be more gradual and may not include weight loss. ■

—Pat Bellinghausen, Billings Gazette

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